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No. 2

EDUCATION IN THE LEAGUE OF NATIONS

Army Commission Urges Permanent Bureau and International Conference—"New World Demands an Adequate Program of Education"

That there should be a permanent bureau of education in the league of nations and that a means should be provided whereby "frequent and largely attended educational conferences may be held" are the recommendations of Prof. John Erskine, Supt. F. E. Spaulding, and Pres. Kenyon L. Butterfield, constituting the Army educational commission.

Pointing out that "education has become the chief concern of statesmen," the commission asserts that "the new world that is to come demands an adequate program of education," since only by education can world democracy be evolved and a society of nations maintained.

The new program of education, according to the commission, will be broader in its provisions than anything now offered within the ordinary public-school system. It will provide for complete education of the worker, especially on the land; it will train for citizenship, for occupations, and, above all, for life; and it will involve the "cooperation of universities, colleges, schools, and all other educational agencies of the world."

The memorandum on "Education as an item in the league of nations," as drawn up by the Army educational commission, is in full as follows:

1. Education has become the chief concern of statesmen. The new world, which hopes for intelligent partnership among free nations of free men, must therefore demand an adequate program of education; since only by education can world democracy be evolved and a society of nations maintained.

2. The new program of education will discipline the intellect and will train special skills. It must also be broad enough to include all efforts that enlarge the vision of the peoples, that make them tolerant and keep them open-minded. The new education will be a far greater enterprise than can be compassed in a public-school system; it will include all the interests of a

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YEAR OF CIVIC TRAINING FOR EVERY BOY AND GIRL

National Education Association Favors Universal Training in "Civic Responsibility and Occupational Efficiency"—Recruiting the Teaching Profession—Other Resolutions

A year of civic training for all young men and women for a definite period, in the interest of National progress and National defense, was advocated in resolutions adopted by the National Education Association at its annual meeting in Milwaukee, July 4.

"We urge the Government of the United States," say the resolutions, "to institute and maintain a full 12-month year of instruction, training, and discipline for each young man and young woman between the ages of 17 years and 6 months and 20, such training to be carried on at such place and in such manner as may result to the particular advantage of the individual in the development of civic responsibility and vocational efficiency, and to bear the entire expense of this undertaking, including adequate maintenance allowance for the dependents of such students in training."

Vocational Education

Under vocational education the association recommends:

A high standard of intelligence, general vocational efficiency, physical and moral fitness, and civic devotion are

not only dependent upon an efficient system of public education of all our youth, but also upon the reaction upon human values of the occupations in which the people of the Nation engage. If we are to be a homogeneous people, generally happy and prosperous, generally living full, rich, contributive lives, the work which we do must continue through our lives, the development begun in the earlier years, devoted to specific and formal schooling. To this end industry in this country must be reorganized. All industry must become educational to those who engage in it. The workers must find in their work an opportunity for self-expression and self-development. Human—not commercial—value must be placed first in our great industrial establish-

AIMS OF A PROGRAM IN EDUCATION

[Adopted by the National Education Association July 4]

A program of education in America should aim to bring about the following results:

(1) A general high level of patriotic, intelligent, and competent citizenship through the specific training of all the children of the democracy for citizenship to an age approximating maturity.

(2) The Americanization of the un-Americanized elements in the United States, both native and foreign born.

(3) The complete abolition of illiteracy.

(4) The use of English as the universal language of instruction in public education and as the means of making general and common our American ideals.

(5) A high degree of physical and moral fitness for both the responsibilities of peace and the duties of war on the part of all our people.

(6) An adequate and effective system of public education, both State and National, as the chief agency for the accomplishment of the above ends.

ments. The rank and file of those who produce wealth must, through their organization, share in the control of the policy of the institutions for whom they work. They must find an educative realization of their life purposes in the output of their daily toil and in the sharing in the direction of the policy guiding its production.

Favor Boy Scouts

Resolutions were also adopted approving the work done by the Boy Scouts and the Girl Scouts, school supervised home gardening as carried on by the United States Bureau of Education, and thrift instruction in all schools.

State Measures

Under "State measures" the association makes the following recommendations:

An American program in education is dependent to a great degree upon the support of education afforded by the States. We recommend the adoption of a specific program in public education by each of the States, adapted to the special problems of the States respectively but in general conforming to the national program, and seeking finally a common purpose with it and all other public education programs.

The responsibility for such a plan must rest chiefly upon the legislature of each State and upon the educational leadership and organization within the respective States.

We specifically recommend the following steps and measures:

1. Provision by each State legislature for more adequate financial support of public education in order to—

(a) Pay salaries sufficient to maintain the teaching profession upon an efficient basis, with the ideals and standards of living in this democracy.

(b) Establish a plan for systematically recruiting the profession.

(c) Develop a teacher training system adequate for the general and special phases of education.

(d) Initiate a plan for "all-year schools."

2. Laws clearly defining education as a function of the State rather than the municipality, and making impossible the control of the public educational system of any community, rural or urban, by the factional politics of the local or municipal government.

3. Laws definitely establishing an efficiently organized, supervised, and administered system of rural schools upon the basis of a larger unit than the local district.

4. Legal provision for the development of flexible and adaptable courses of study, methods of instruction, and systems of promotion to meet the needs of all classes of children.

5. Legal provision for compulsory education to the age of 16 and compulsory continuation schools upon the employers' time to the age of 18.

6. Laws providing for compulsory registration of minors as a basis for effective enforcement of the compulsory education laws.

7. Effective compulsory education laws in all States.

8. Legal provision for compulsory classes in Americanization for all illiterates and all who are not able to read and write the English language with a proficiency equivalent to a sixth grade standard, which standard shall be necessary for admission to citizenship of the United States.

9. Legal provision for the use of English as the language of units of the public educational system.

10. Legal provision for compulsory physical education in all instruction in all schools.

Recruiting the Teaching Profession

Special attention is called to the problem of recruiting the teaching profession. The resolution says:

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EDUCATION IN THE LEAGUE OF NATIONS

(Continued from page 1.)

democratic society, and it will reach all the people. In the new world, society will remain at school, democracy will be perpetually studying, thinking, discussing, growing.

3. What chiefly democracy must study is itself; the people must know the elements of citizenship, what democracy is and what it is not. Next after man's need of daily bread is his need for clear thinking and for common understanding of the rights and duties both of individuals and of groups in nations and other societies. To make possible the education in citizenship which the world needs the nations and the groups within them must cooperate. One large result of the present peace conference should be an international league for education in democracy.

4. The success of a society of nations and consequently of the world's peace depends upon satisfactory economic conditions within each country and upon a fair adjustment of business relationships between nations. The key to fairness in economic dealing is effectiveness in industry, but the only basis for industrial effectiveness is education. The organization of capitalistic industry may augment special skills and may develop leadership; the organization of labor may train for group action and may secure the rights of the toilers; but only by proper education can the worker become wholly effective as a man, can his toil have a social meaning, can his right be fixed and his power developed to think, can he find freedom to work under the highest motives. If industry is to be democratic the complete education of the worker becomes a need of first importance.

5. One phase of industrial education needs emphasis at the present time. The major part of the world's workers till the soil. In all populous nations the bulk of the people live on the land and depend upon it wholly for their sustenance. These toilers are rural minded and need both industrial and social education adapted to the conditions of country life. Not only the reconstruction of industry but also the establishment of permanent democratic government are dependent upon adequate education of the rural people.

6. Adequate education will train for citizenship and for occupation and for something far more important—for life. Every man has a right to opportunity for his fullest possible development of mind and spirit. It was a highly significant utterance of a great labor group that "the most important of all the measures of social reconstruction must be a genuine nationalization of education which shall get rid of all class distinctions and privileges and bring effectively within the reach not only of every boy and girl but also of every adult citizen all the training, physical, mental and moral, literary, technical, and artistic, of which he is capable."

7. The leadership which the new world will ask for is a leadership expert and effective, in sympathy with democratic ideals of work and with democratic ways of living. The training of this type of leadership becomes therefore one of the important tasks for which the nations must provide. This training must be as international as are now all aspects of trade, of industry, of agriculture, of politics, of literature, of history. The leaders we ask for must have the world outlook. Provision should therefore be made for the cooperation of universities, colleges, schools, and all other educational agencies of the world; for a wider extension and improvement in methods of teaching modern languages; for the more adequate teaching of modern history and of geography; for the encouragement of educational news service. To these ends there should be established both a permanent bureau of education in the league of nations and means by which frequent and largely attended educational conferences may be held, in which the widest possible applications of the principle of democratic education may be discussed by all the peoples.

SOLDIER SUMMER SCHOOL MOVEMENT MARKED SUCCESS

Returning Soldiers Eager to Renew Educational Opportunities—What Some of the Schools are Doing

Few educational movements in recent years have had the success that has attended the effort to provide summer-school opportunities for returned soldiers at American colleges and universities. Reports received at the Bureau of Education show for many States an enrollment beyond all expectations.

Success has been largely due, in the opinion of officials of the Bureau of Education, to the vigorous efforts made by the State colleges to meet in a practical way the immediate needs of the soldiers. The Connecticut State College issued a special four-page announcement that told in a few words what the college had to offer the soldier in courses in farm machinery and tools, farm crops, soil management, live-stock management, fruit and vegetable growing, poultry, dairying, and beekeeping.

Massachusetts State College began the work early in the year, with a soldiers' six-weeks' course in agriculture beginning February 10, a second course April 14, and a third course that began June 30. In the summer-school course the needs of returned soldiers were kept specially in mind, courses being provided in soil fertility, live-stock judging, general animal husbandry, dairying, poultry, farm machinery and gas engines, fruit growing, vegetable and flower gardening.

Cornell University, New York State College of Agriculture, issued a leaflet giving a list of summer courses "open to any soldier," and also calling attention to the short winter course and the regular four-year courses given by the institution.

The University of California issued an attractive bulletin in "Farmers' short courses, September and December, 1919," copies of which were furnished to soldiers to the end that opportunities the State offered might be known.

Director R. L. Watts, of Pennsylvania State College, reports that a large number of soldiers applied for admission to the summer session of his institution for the teaching of agriculture. The courses offered were for men with or without farm experience.

In its special announcement covering the summer session, June 16 to July 25, 1919, the State College of Washington said:

"The recent war has impressed upon the American people the importance of agriculture in the Nation's affairs. Many

persons at present interested in farming as an occupation are aware of their lack of practical experience. This is the case with large numbers of the recently discharged soldiers. To meet their demands the State College of Washington is offering instruction in practical agriculture covering all of the leading branches of the industry—including dairying, farm machinery, farm management, field crops, fruit and vegetable growing, live-stock production, poultry raising, and soil tillage."

GOVERNMENT SAVINGS TO BE PERMANENT. SCHOOL OFFICIALS ARE INFORMED

Government savings securities are to be a permanent institution for the American people. Secretary of the Treasury Carter Glass announced this decision in a recent message to the National Education Association, in response to an appeal for such action.

This means that thrift stamps, war savings stamps, and Treasury savings certificates will continue to be available to small investors and that the Government will continue this means of financing its activities, according to a statement issued by the Treasury Department.

The policy of making thrift and the saving spirit a permanent part of the national life has been urged by educators before and after the war. In his message to Secretary Glass, George D. Strayer, president of the National Education Association, said: "Considering the accomplishment of the schools of the country thus far in the matter of thrift and saving campaign, we urge that the Treasury Department shall take such action as shall insure the permanence of this movement and make the purchase of thrift and war savings stamps permanently available to schools and other volunteer agencies."

Secretary Glass telegraphed in reply as follows:

"It is the intention of the Treasury to continue and make permanent the war savings movement and to continue the sale of thrift and war savings stamps and certificates. I am greatly pleased and encouraged to know of the interest of the National Education Association in this movement and very greatly appreciate its hearty and effective cooperation."

TWO MILLION DOLLARS FOR DELAWARE PUBLIC SCHOOLS

Private Gift of Pierre S. du Pont—Covers Building Activities for Four Years—Four Hundred Thousand Set Aside for Colored Schools

Pierre S. du Pont has given \$2,000,000 to assist the public school building program of Delaware, according to an announcement made at the Delaware College Summer School on July 3. The following is a statement of the terms of the gift:

A trust is to be formed by the deposit of securities, the income from which is to be available during a period of four years for assisting in the building of schoolhouses in the State of Delaware:

1. If needed, the trustees may borrow in advance of receipt of income or may sell a portion of principal not to exceed \$500,000.

2. The total amount of income or principal so used shall not be in excess of \$2,000,000.

3. P. S. du Pont will appoint three trustees, who shall have charge of the securities and pay over the income as provided below.

4. Any school building to be built or reconstructed must be operated under the new school code of 1919 and the State board of education organized under the new school code. The location, size, plans, etc., of the schools must conform to the rules of the State board of education and must be approved by the board.

5. The fund shall be usable to not more than one-half of the cost of any new school building, or of the cost of reconstruction of any old building; but shall not be used for repairs to old buildings or for their temporary remodeling.

6. The amount available for each building shall be decided by a committee composed of not less than three members of the Service Citizens of Delaware; of which the director shall be one, to be appointed by the executive committee of the Service Citizens, but shall not exceed one-half the total cost of work done.

7. The rural districts which can consolidate their schools in accordance with the best modern school practices and will build a consolidated school such as can be used as a community center shall take precedence in receiving aid.

8. Contributions to projects shall be made in the order named by the above committee. To be classed as a project, plans approved by the State board must be presented, together with plan for furnishing balance of the necessary funds.

9. Four hundred thousand dollars of the income of the trust fund shall be set aside for the colored schools of the State, as their due and proper proportion, furnishing as they do nearly one-fifth of the scholars of the public schools.

10. There is to be no distinction between the projects for high schools and elementary schools.

DEMANDS BETTER SCHOOLS

Alabama Governor Urges Legislature to Heed Report of Commission—"Business-like, Efficient and Progressive" Policy Sought—Recommends New Code

"The report of the Alabama Education Commission is, in my opinion, the most epoch making pronouncement for public education ever promulgated in Alabama," declared Gov. Kilby, of Alabama, in a message personally delivered before the Alabama Legislature on July 9. After citing the experience of England, which had undertaken, even while the war was on, a significant program of educational reconstruction, Gov. Kilby told how this experience had impelled him to recommend in a former message the creation of a commission to make a study of the educational system, and how, when the legislature had authorized this commission, he had appointed as members the following citizens of Alabama: Hon. Sydney J. Bowie, Hon. A. A. Carmichael, Hon. J. E. Dunnaway, Mr. George H. Lanner, and Dr. R. S. McCaslin. This commission, in turn, had asked the Bureau of Education to survey the school situation and submit a report.

Gov. Kilby said: "The personnel of the commission, the national reputation of the men called to their assistance, and the monumental report submitted are proof of the wisdom of the undertaking. It is conceded the country over that the men who did the work in Alabama collectively constitute the strongest body of men ever brought together to study a State school system. The various findings and recommendations of the survey committee were subjected to the most critical examination and scrutiny by the commission.

Majority of Recommendations Constructive

"Some of these recommendations were found ideal and forward-looking, but impracticable at present. A few were believed to be of doubtful propriety because of geographical or racial conditions. The great majority, however, were so constructive and timely as to make it possible to formulate an educational program that will give Alabama, when translated into law, as nearly an ideal school system as is possible under our present constitution, thereby winning for ourselves a good measure of popular favor and a national respect.

"The report of the Alabama Education Commission is, in my opinion, the most epoch making pronouncement for public education ever promulgated in Alabama. It will go down in history as Alabama's charter of educational liberty, as the beginning of that articulation and coordination of the various parts of our educa-

tional system heretofore without parallel or precedent in the history of the State.

Only Preliminary Work Done

"All that has been done so far, however, is but preliminary. To rest here is but to falter in duty and to squander opportunity. We would be untrue to the men who fought and bled, and to present and future generations if we should fail to translate into law the admirable recommendations of the commission and thus purchase in a large degree for the boys and girls of Alabama the plentiful and intelligent blessings of life, liberty, and happiness.

"This is no time to go backward. Our work is to be constructive, not destructive. Special legislation growing out of peculiar or abnormal local conditions must not be allowed to blind us to the greater and more compelling obligations which we owe to Alabama. The present machinery for administration of our county schools which has received the unqualified approval of the survey committee and the Alabama Education Commission should be improved by prescribing such qualifications as will necessitate the employment of county superintendents of education meeting reasonable educational standards, both as to scholarship and professional training.

Should Be Removed from Politics

"The responsibility for the conduct of the State Department of Education should be taken from the shoulders of one man and placed upon laymen of proved ability such as compose the Alabama Educational Commission. The office of State Superintendent of Education should be removed from politics and from the imputation of organized succession and ring domination. Other States have blazed the trail; the way has been charted; a State council of education for the coordination and direction of the work of the three institutions of higher learning and a State board of education to have direction and oversight of the other State educational agencies are the sure means by which to avoid duplication and waste and to insure a businesslike, efficient, and progressive supervision of our educational enterprises—enterprises of the greatest magnitude, of the largest financial outlay, and of the most powerful possibilities.

More Money Needed

"Along with new machinery must come more money. The budget commis-

sion and the recess committee on finance and taxation could not see their way clear in the light of the State's financial condition to provide all the funds required to meet the conservative claims for additional revenue made by the Alabama Education Commission. The sincere desire of the budget commission and the committee and their great faith in the willingness of the people through you, their agents, to respond to the needs of the new day in Alabama are reflected in the appropriation of \$1,000,000 from the general fund to the public schools and in the modest increases to the parts of our school system which you are asked to make.

"Let me repeat, the provision of more revenue is the unalterable condition of progress in education, as well as in the other lines of improvement which I am recommending. It is my calm and deliberate judgment that the people of Alabama and of the world were never so conscious as now of the intrinsic worth of education and were never more ready to enter upon a widening career of development in field, factory, forest, and mine; that this can only come through free, universal education.

"There are many phases of the school problem that I should like to call to your attention, but I deem it unnecessary to go into details, since the Alabama Education Commission has prepared a school code which embodies in concrete fashion the policies and plans for the reorganization of our entire public-school system. The work of the Alabama Education Commission, as embodied in the school code, I commend to your wise and favorable consideration."

School Treatment of Social Problems

The schools have been very deficient in times past in their treatment of social problems. One of the reasons why the schools have not ventured to enter this field is undoubtedly to be found in the attitude of conservatives and the fear that teachers are under offending boards of education and others. The time has come when there ought to be very clear and explicit assertion on the part of educational people that they will not be dominated by such criticism as has been presented. The schools of a democracy have a right to discuss democratic and popular matters. If the school people of this country are not aroused to an assertion of their independence in educational matters it is difficult to understand how they can claim in any large way to be leaders of public opinion even for the coming generation.—Charles H. Judd.

TEACHER "PLATTSBURGS" IN MAINE

Rotating Plan of Training Teachers for Rural Schools Under Way—First Hundred Teachers Now in Special School of Instruction

In an effort to build up a rural teaching profession the Legislature of Maine has authorized Supt. A. O. Thomas to inaugurate a special school of instruction during the summer months for groups of 100 rural teachers, nominated by local superintendents. Each 100 trained will return to their communities to lead in the movement for better rural life, yielding place to another 100 for the following session.

Supt. Thomas, in announcing the plan, says:

"What the State of Maine is attempting to do is to establish a rural teaching profession, or at least a well specialized phase of general education. The general standard for rural teachers everywhere has been much lower than for other positions, while the nature of the work and the natural needs for improvement of rural conditions make it desirable to reverse the order. The rural teacher's general preparation need not differ materially or in the essentials from the preparation required of other teachers, but there is need of strong specialization to meet the characteristic needs of country community life and country schools. Besides methods of attack, the rural teacher needs a broadening of her sympathies for the work she attempts and of her vision; she needs to understand how to study the conditions and how to approach the problem. The fact that she touches the life of her community at many angles makes it necessary for her to have even broader knowledge of real things and of life than other teachers must have.

"The problem is so to motivate the rural phase of education that it will attract the brightest minds and the finest personalities of the profession. Dignity, wage, and service are all essential. Our plan is to accept for this service those only who have a complete normal training, or its equivalent, to pay a wage scale equal to that paid anywhere in the State or better, if possible, and to give opportunity for the higher personal satisfaction such as must come with new opportunity for service. To be chosen one of this group of special teachers is itself a distinction and an honor. The course of instruction will cover six weeks; the list of instructors will contain some of the foremost experts of the country; the program will be made up of new and vital

elements; the teacher chosen for special training will have all expenses paid and when she completes her year of teaching will be given a State differential of 25 per cent of her regular salary.

"The first group to receive training will return to their schools as helping teachers and community leaders. They will have opportunity to visit other teachers and have other teachers visit them; they will assist the superintendent in his teachers' meetings, and will have opportunity to connect the school with the life of the community."

IMPORTANT CONTINUATION SCHOOL LAWS IN ILLINOIS

Illinois is soon to have an effective system of continuation schools as a result of two laws just enacted by the legislature.

House bill 250 gives to cities that have continuation schools permission to compel working minors between 14 and 16 years to attend such schools for eight hours a week. Its provisions will affect Chicago, Peoria, and a few other cities next September.

House bill 465, which is more comprehensive, provides for the gradual establishment of continuation schools in all districts where there are 20 working minors between 16 and 18 years of age, and the compulsory attendance for eight hours a week of minors within those years who are not in regular attendance in all-day schools. In 1921 its provisions will apply to minors between 14 and 16 years; in 1922, to minors between 14 and 17; and in 1923, to minors between 14 and 18 years. This gradual approach to the 18-year limit will give the schools ample time to accommodate themselves to their new duties.

These bills mark the culmination of a long struggle to secure continuation or part-time schools in Illinois. They were indorsed by the Illinois State Teachers' Association, the Illinois Federation of Labor, and many other organizations and individuals.

Some 30 States now have continuation-school laws. Pennsylvania and Wisconsin have had similar laws for several years. New York, Nebraska, Arizona, California, and several other States have recently passed laws of this type.

HOUSTON RAISES TEACHERS' SALARIES

Two years ago the maximum monthly salary for grade teachers in Houston, Tex., was \$100. Last year it was \$120, while next year it has been set for \$133.33, according to Supt. P. W. Horn. Supt. Horn adds: "We are also planning

LOUISVILLE WILL PAY BETTER SALARIES

Kentucky City Making Efforts to Improve Teaching Conditions—Board of Education will Ask City for \$250,000 in December

Louisville, Ky., has joined the salary-increase procession. While an indirect method had to be adopted in order to raise salaries immediately, it is believed the city authorities realize the urgent need and will carry out the plan proposed. The teachers will be paid on a monthly basis, contracts being made for a period of 8½ months, with the understanding that the term will be extended to 10 months in the event that the city authorities grant the additional \$250,000 asked by the Board of Education when the rates are fixed in December.

The Board of Education has also adopted a resolution in which it promised that no teacher will receive in 8½ months less than she received during the year 1918-19 for 10 months. To insure a supply of teachers for the opening of the schools in September it was necessary to raise the minimum salary from \$55 to \$70 a month, an increase of over 27 per cent. The teachers who have been in the system one year will receive \$72.50 a month, an increase of 31.8 per cent. The percentage of increase will decrease as the salaries advance until the maximum of \$105 a month is reached, an increase of 16.6 per cent in the salary of the best paid elementary school-teachers.

The increase in the salaries of high-school teachers is \$175 a year for salaries below \$800 and \$150 a year for salaries above \$800. The salaries of teachers in the normal school, the special schools, and of teachers of manual training, domestic science, etc., are increased on the same percentage basis as the salaries of equal amount in the elementary and high schools.

In order to make the above arrangements possible the Board of Education found it necessary to cut its estimate for necessary repairs and improvements in buildings from \$94,000 to approximately \$20,000. It was also necessary to discontinue the summer schools for the present year.

The salaries of all elementary school principals below \$1,350 have been increased \$150 a year; salaries of \$1,350 and above have been increased \$100 a year.

to have a special election to vote on an increased tax, and in the event this election carries, the maximum salary for grade teachers will probably be placed at \$1,500 per year."

FEWER STUDENTS IN MEDICAL SCHOOLS

Only 12,000 in 85 Medical Colleges
Listed by A. M. A.—Reduction Mainly
in Freshman Classes

Reports from the 85 medical colleges which conducted classes during the session of 1918-19, published in the Journal of the American Medical Association, show that the total enrollment of medical students is approximately 12,090, or 1,540 less than for the session of 1917-18. The reduction is mainly in the freshman classes, of which the total enrollment is approximately 2,810 for the present session, as compared with 4,283 for the previous session.

There were 25 medical schools also which last fall for the first time enforced the requirement of two years of collegiate work for admission. Such schools were expected to report smaller enrollments in the freshman classes. The decrease, however, was not due altogether to higher entrance requirements. Usually in colleges which had become readjusted under the higher entrance requirements the enrollments have shown an increase or have returned to their previous numbers. This year, however, of the 60 colleges reporting which put into effect the higher requirements in 1916 or previous years, 30, or 50 per cent, reported a decrease in the number of freshmen students.

"This unusual decrease was due clearly to the volunteering or drafting of pre-medical students for military service during 1917-18," says the Journal. "With the beginning of another session following the return of soldiers and sailors to civilian life, the enrollments of students in our medical colleges will return to their prewar proportions. Since all colleges have now passed the crisis of the higher entrance requirements, it is quite likely also that the total enrollments in medical schools will show an increase over this and previous years."

Results of the War on Medical Education

The Medical Association report discusses the results of the war on medical education. It points out that in order to bring medical education in the United States on a par with that of other countries the general requirement of two years of collegiate work for admission was essential. With this increase and with the diminution of the number of medical schools a decrease in the total enrollment of medical students was to be expected. That this country has about reached the lowest point in such enrollments, however, is evident. Following the readjustment under the higher en-

trance standards naturally the increase in the enrollments would be noted first in the freshmen, then the sophomore, junior, and senior classes, respectively, in four successive years.

No Scarcity of Physicians

The unusual demand for medical officers naturally created a temporary scarcity of physicians for hospitals and civilian needs, but this was to be expected, and was merely a parallel to the scarcity of experts in other lines of human activities—a scarcity which will undoubtedly disappear following the return of medical officers to a civilian status. The World War has called attention to special needs in every line of human endeavor. No previous war had so involved the entire world or so hazarded the very existence of practically every civilized Government. In no previous war was such extensive use made of those who had reached the highest attainments of human skill and ingenuity. The urgency and extent of this demand naturally drew attention to the scarcity of those who were qualified to render service along highly technical or specialized lines. So in medicine there was an unprecedented demand for physicians of exceptional qualifications and skill in the various specialties, such as pathologists, bacteriologists, psychiatrists, brain surgeons, oculists, etc. Here, likewise, the urgency of the demand has forcibly revealed the fact that the supply of physicians having such skill is comparatively limited.

"This revelation, however, is not a criticism of medical education of the past," says the report, "but lays emphasis on the possibilities and aims of medical education in the future. The improvements of the last 15 years were directly in line with these needs. This country was never so well supplied with physicians who were so thoroughly trained or as skilled in the specialties as at the time it entered the World War.

"The war has rendered a great service in revealing the possibilities and benefits that will result from higher attainments in medicine. This shows the necessity of continuing the campaign for improvements not only in undergraduate, but also in graduate medical education. If the highest attainments are of such vital importance in great national crises, how much greater will be the service to the public whether there be peace or war."

The Lafayette Bloom Junior High School, of Cincinnati, in all its curriculums—industrial arts, household arts, commercial, general, and special academic—requires physical training five hours a week in every one of the three years.

AMERICAN RHODES SCHOLARS EXEMPT FROM GREEK

On June 17 the Oxford convocation passed the final stage of a statute (1) admitting to the status and privileges of affiliated, colonial, and foreign senior student any person who has obtained an approved degree at an approved university, and (2) providing that a senior student shall no longer be required to show a sufficient knowledge of the Greek language as a condition for the degree of bachelor of arts. The wording of the clause relating to foreign universities is as follows:

"Any person who has obtained a degree at a foreign university, such degree and such university having been approved by the hebdomadal council, may be admitted to the status and privileges of a foreign senior student, provided that he shall have pursued at that university a course of study extending over three years at the least."

This means, in the words of Dr. E. M. Walker, who proposed the statute, that "a graduate of an approved American university is now qualified for senior status and he is excused Greek. In other words, he can enter for any final honor school without passing any previous examination whatever."

On June 17 the convocation, by a narrow margin, defeated the new responson statute which proposed to abolish compulsory Greek for undergraduates entering in the ordinary way. This means, according to Prof. Aydelotte, American secretary for the Rhodes scholars, that the responsions requirement remains as before and that Greek is a required subject for the B. A. degree for all students except graduates of approved universities, as mentioned above. Candidates for the Rhodes scholarships, who are not college graduates, or who are graduates of institutions not "approved" under the statute, may still obtain a Rhodes scholarship without Greek, but they will have to fulfill the Greek requirements in order to secure the B. A. degree.

"Military exemptions from responsions and from Greek hold good until October, 1920," says Prof. Aydelotte. "Undergraduates who could not qualify for senior standing under the provisions of the statute of June 17 may, if they have done at least 6 months' military service, be excused from responsions including Greek, and if they have done 12 months' military service, they are excused from moderations as well."

HEARINGS ON THE SMITH-TOWNER BILL

Hearings on the Smith-Towner bill (H. R. 7; S. 1017) creating a Department of Education and providing Federal aid for education were held July 10 and 11 and will be continued July 22.

"UNITY" SCHOOL IN REVOLUTIONIZED RUSSIA

Swedish Writer Reviews Lunacharsky's "Labor School"—Free Education, Including Shoes, Clothing, and Breakfast, to Seventeenth Year

How the "Unity" School is depended upon by revolutionary Russia to educate its future citizens is described by a writer in the Swedish journal *Politiken* (June 3), reviewing Lunacharsky's book on "The Labor School." The translation of the article is forwarded by Post Wheeler, *ad interim* American chargé d'affaires at Stockholm.

"The new school form is the Unity School," says the writer in *Politiken*. "That is, all children begin on the same stage and can, if they are intelligent, come equally high. All class limitations between the schools have been abolished. Instead of public school, continuation school and communal middle-school on one hand, and higher elementary schools, girl schools, and the university on the other, as the school forms are in Sweden, dividing the nations into two parts, only different *degrees* of the same school now exist in Russia. They have even abolished technical and commercial schools.

Free Education to Age Seventeen

"Here are some regulations for the new school form:

"All children from 6 to 17 years of age are obliged to attend school. From 6 to 8 years of age the children are taught in kindergarten. The regular school begins at the eighth year instead of the seventh, as in Sweden. The age limitation, 8 years, can, by the management of the school, be decreased to 7 with the consent of the department for public education. From 8 to 13 years the education is called the first degree course. All education up to the seventeenth year is gratis. Even shoes, clothing, and food (breakfast) the children receive free of cost.

"The school is entirely secular. There is no education in religion. The division of the teachers into categories is prohibited. All are simply teachers. The number of pupils per teacher may not exceed 25.

Productive Labor as the Basis of Education

"This is the technical basis for Russia's unity school. Its spiritual contents are characterized by the revolutionary character of the labor school, up to now against the school doctrines in force. 'The basis for the school work must be productive labor, not as compensation for the providing of the children or only as method of teaching, but as a publicly use-

ful work.' We must take care that the work of the children is productive.

"Russia is not greedy toward the children. Their work must not be done as payment for the education, and this work must not be carried out when the children are in a condition of physical or physical tiredness.

"The work must be intimate, organically united with the education, a light which with its shine helps to the increasing of the knowledge of the surrounding life."

"The children are required from their earliest age be made acquainted with the productive work even in its most developed form. The children in the towns are thoroughly educated in industry; the children in the country mostly in agriculture. The principle is that that which is closest to the children must first be made subject of the education.

A School Commune

"The basis laid for the work is a strong means of education bringing up the pupils so as to give them creative joy in the labor school. The school forms a school commune, which directly and organically through its work is in contact with real life."

"Old formalistic school discipline, which bound the whole school life and the free, personal development of the children, must not occur in the labor school. But the processes of the work itself will educate the children to inner education, without which a methodic mass activity is impossible. The children get a live education by all the processes of work in school life, where the systematical arrangements, which appear at the practicing of the division of labor, must be the most important educating part. Then the pupils will understand the ways of methodical utilization of human working energy and educate themselves to a feeling of responsibility, and for that part of work, which will be everyone's part, and for all work in general. In short, the collective productive work and the whole school work ought to educate the future citizens for the socialistic community."

"Naturally the education also is done in purely general subjects, as geography, natural science, etc.; the first rule, however, is to make the children acquainted with labor and love it; thus the educa-

tion in history is more an education in the history of work and culture.

No Home Work

"No home work is allowed; this is another revolutionary novelty.

"The school is open for the pupils all days of the week. It is for them a second home. Two days a week, not following each other, however, are made different from the others. One day is a holiday, and is used for reading, excursions, lectures, and other free activities of the children. For this purpose special teaching forces are engaged. The second day is half working-day and used for club and laboratory exercises, explanations, excursions, and pupil meetings. It is proposed that from the 1st of July to the 1st of September, December 23-January 7, and April 1-14 the children should have vacation. The school work thus goes on nine months a year, of which eight months are proposed for usual school work according to schedule, and one month, the last one before the great two-months holiday, 'in summer colonies, excursions, etc., to make the children acquainted with nature and life.'

No Examinations

"All punishments at school are prohibited. No examinations of any kind may be held."

"The decision that the division of classes must be changed to a division in groups in accordance with the special state of development of the children is correct from the pedagogical point of view.

"The management of the school is in the hands of the school council, quite a different institution from that in Sweden. The Russian School Council consists of one-fourth all the school workers (the common name for teachers, school doctors, and leaders of manual work, etc.), representatives for the workers in the school district, one-fourth of pupils from the older groups, beginning with children of 12 years of age, and a representative for the department of public instruction.

"The school collective, that is children and school workers united, decides its internal affairs, according to special regulations."



SCHOOL LIFE

Official Organ of the United States Bureau of Education, Department of the Interior.

Franklin K. Lane, Secretary of the Interior.
P. P. Claxton, Commissioner of Education.

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EDUCATE AMERICA

"We have long deceived ourselves with words and phrases about free public, universal education. Up to the present time we have barely the beginnings, here and there, of such an effective educational program as these terms ought to imply. The educational task immediately before us is to make universally real the ideals which we have long boasted."

These are the words not of some pessimistic passerby on the highway of education but of Supt. Frank E. Spaulding, of Cleveland, Ohio, a member of the Army Educational Commission, whose appeal, "Educate America," has been published by the American Expeditionary Force University and is summarized elsewhere in this issue.

Supt. Spaulding's paper, which was one of a series of addresses presented in the general course in citizenship at the now demobilized soldiers' university, Beaune, France, attempts to furnish "a complete after-the-war program for the advancement of public education." It seeks to "sketch in broad outlines the outstanding characteristics of an educational program for the United States of America, a program that will not be inconsistent with the fundamental ideals and principles that must control the program of education of any nation that may hope to become a worthy member of the league of nations."

Prof. Spaulding, it will be noted from the summary printed elsewhere, sets three definite educational objectives—essential elementary knowledge, training, and discipline; occupational efficiency; civic responsibility. These three objectives, he points out, involve other objectives,

such as character, culture, health, and physical well-being, without which the three objectives can not be achieved; and, he adds, even if it were possible to achieve these objectives without character, culture, and health, of what significance would they be?

To achieve the first of these objectives four factors are necessary, according to Supt. Spaulding: First, a minimum school year of 36 weeks; second, adequate laws effectively enforced, compelling regular attendance throughout the school year of all children over a certain age, preferably 7, until the elementary course is completed, or until a certain age, preferably 16, is reached; third, effective public control of private schools, to insure the maintenance therein of standards equal to those maintained in public schools, and to insure the regular and full attendance of pupils registered therein; fourth, a teaching force, every member of which has a general education at least equal to that afforded by a good four-year high-school course, and professional training at least equivalent to that provided by a good two-year normal-school course.

THE IMMIGRANT AND THE NIGHT SCHOOLS

There is a tendency to blame the immigrant for his failure to learn the language of his new country. But, as a general rule, his failure can be attributed less to his lack of desire than to his lack of opportunity. The opportunity must be given him in every community by ample provision for night schools that shall be looked upon as an integral part of the functions of the schools of America. Up to the present the night school has been treated as a foster-child, maltreated and even disinherited when the budget required. If the wisely conceived plan of the National Committee on Illiteracy is to be realized, i. e., the utilization of all the school machinery of the country in the teaching of the foreign illiterate, the administrative wisdom of educational authorities will be taxed as never before to solve the pedagogical and financial problems that will come from this broadening of the school's functions.—*Bureau of Education, Bulletin 1918, No. 48.*

With regard to the second and third objectives—occupational efficiency and civic responsibility—they should be "simultaneous and should immediately follow the attainment of the first objective," says Dr. Spaulding. "Instruction designed to prepare for occupational efficiency and civic responsibility should cover a minimum period of four years, or until the eighteenth birthday is reached, for both boys and girls, with an additional year for boys. This instruction should be maintained by law and attendance thereon should be required of all youth concerned."

The men and women who left their educational work at home for a while to do war work have had a special opportunity to adjust their vision to national needs. For this reason Supt. Spaulding's program will be read by American educators and the public generally with genuine interest.

ART STUDY IN THE A. E. F. UNIVERSITY

"In a study trip of 40 of our advanced architects and sculptors to Dijon," writes Director George S. Hellman, of the College of Fine and Applied Arts, A. E. F. University, "I saw one of our majors lying flat on the street measuring the base of a column, a lieutenant on a stepladder taking measurements of the capital, while an enlisted man sketched the façade of the building. Art makes for fellowship between nations as between individuals. Whether in poetry, in music, in painting, or in architecture, it is the sole universal language, and as the appreciation of beauty in the scheme of existence grows among mankind war itself will become more and more remote."

The art side of the soldier university in France is indeed worth noting. At Beaune between three and four hundred architects, painters, sculptors, and industrial and commercial art students were busily at work in May. At Bellevue, near Paris, was the American Expeditionary Forces art train center, with another group of between two and three hundred art students, the majority of them men of advanced qualifications. At Beaune and at Bellevue were fine libraries, while earnest faculties were conducting the courses, faculties in large part drawn from the Army itself. A third locality for instruction was Paris, where the exterior ateliers of the Ecole des Beaux-Arts provided for a group of approximately a hundred soldier-artists

NEW BOOKS ON EDUCATION

Educational and social movements 1700-1850, by A. E. Dobbs. London, Longmans, Green & Co., 1919. 257 p. 8°.

"The study of education can not be divorced from that of the social system in which it arises." With this as a thesis, the author reviews the social movements between 1700 and 1850, and relates educational developments to these movements. He points out, for example, that the reason assigned for the growth in Scotland of a democratic scheme of education is that a strong educational tradition had been established there before society was divided by the influx of wealth.

The following chapter headings will give some idea of the scope of the book: The social environment on the eve of the industrial revolution; Schools and literature; The era of revolutions; Elementary education; The mechanics' Institutes and higher education; Libraries and literature; Education by collision; The social outlook.

Experimental education, by Robert R. Rusk. London Longmans, Green & Co., 1919. 346 p. 12°.

"The new education turns to child psychology rather than to child study for its methods," says the author. "Experimental education is not, however, to be regarded merely as applied psychology. It is without doubt an independent science, for, although to some extent deriving its data from other sciences, it regards such data from its own special standpoint. In this respect it is best comparable with the science of geography, which, al-

though dependent on astronomy, geology, etc., has nevertheless its own peculiar point of view. The distinguishing feature of experimental education is its practice of analyzing with scientific precision the problems concerning the child of school age.

"It may be asked how the new method will affect the position of the teacher. It will deliver him from the tyranny of tradition and the caprice of the faddist, and bring him under the servitude of his science, since the scientific worker must ever submit to the method of his subject. If it removes him from the domination of an arbitrary authority, it requires his submission to a rational authority, one that can be questioned and whose dicta can be verified by experimentation."

New schools for old. The regeneration of the Porter School, by Evelyn Dewey. New York, E. P. Dutton & Company, 1919. 337 p. front., plates. 12°.

Tells how Mrs. Marie Turner Harvey, teacher of the Porter School, "built up a community able to deal with its own problems and to work together for a constructive realization of the ideals of our country."

Chapters include: The Country Life Movement; The Little Red School House To-day; How Porter Found a Solution of the School Problem; The Story of the New Porter School; The Growth of the Community; The Social Life of the School; Ethics and the Social School; The School and the Economic Interests of Porter; The School Program and Organization; Agriculture and the Curriculum; The Place of Reading and Writing in the Curriculum; Education for Democracy.

The mental hygiene of childhood, by William A. White. Boston, Little, Brown & Co., 1919. 193 p. 12°. (Mind and health series.)

This book "neither purports to be an exhaustive account of the psychology of the child and of the relation between parents and children, nor does it aim at setting forth only the individual opinions of the author on these two subjects." It is intended to be an examination of them from the point of view which has recently been developed in psychology by that branch of it known as psycho-analysis.

The author says: "In presenting this subject of the mental hygiene of childhood I have believed that the best purpose would be served by emphasizing two conclusions—one concerning the child and one concerning the family. The conclusion concerning the child is that, contrary to generally held opinions, it is possessed of a developing sexuality, the roots of which reach back into its infancy. The conclusion concerning the family is also contrary to the opinions regarding that institution commonly held, namely, that there reside within its organization and as a part of its nature certain disruptive tendencies. I have felt that the recognition of these two facts was of the very first importance and have tried to set them forth in a way that would not only help to their understanding, but would also indicate how their recognition and the incorporation of that recognition as a factor in regulating the life of the child, would be productive of far-reaching results to the advantage of the race."

who found places there by virtue of the General Headquarters orders which brought members of the American Expeditionary Forces to the Sorbonne. The fourth phase of the work was termed the "hospital section." Here some 300 students worked under the immediate direction of 15 art teachers drawn from the women of the Y. M. C. A. and the A. R. C.

That there should be, in an army of young Americans, "thousands so lured by the vision of beauty as to wish to make its practice their life work," does not surprise Prof. Hellman, much as it may surprise some of the rest of us. He says:

"We are a young country necessarily lacking in art traditions, lacking old churches and castles, and the loveliness which time itself confers upon architecture. But traditions must begin somewhere, and what time is better than this to begin our own traditions of art? This is a time of great beginnings, and our army can bring no more inspiring message to our Nation than this, that the art impulse is strong and enthusiastic among the youth of America. I am confident that in the years that are soon to come it is our land that will wrest from Eu-

rope the leadership in the realm of art; for Europe is old and weary and we are fresh and young; and youth is the time when ideals are strongest, and art is that phase of human activities wherein ideals with most loveliness are expressed. One thing only is needful, and that is a sympathetic public. The individual is the creator, but he can not work at his best if his fellow citizens do not appreciate his creation. This is the main reason that in the past our artists have gone to Europe. I think it will be different in the future. It is for us to grow in taste; in the knowledge that the beauty of our homes, of our cities, is directly related to the national life; that surroundings of beauty make for enjoyment, for self-respect, for finer citizenship in every direction. We are henceforth done with the old belief that art is a thing apart, a frill, a mere ornament of life—something almost effeminate. We can learn at this very university that hands which held firmly the bloody bayonet are now eager to grasp the architect's T-square, the painter's palette, the chisel of the sculptor. We need no longer hark back to the days of Pericles, or learn from warrior kings

and dukes of Italy and of France, that art is a masculine force to be encouraged and cherished by fearless peoples; our own officers and enlisted men are teaching us this truth.

THE RETURNING SOLDIER AND EDUCATION FOR THE FARM

For many years the world will continue to look to the United States for very large quantities of farm products, both for food and clothing. Our own increasing population must be fed and clothed. The products of our fields must continue to employ a large portion of our population, and when done intelligently and skillfully farming will, no doubt, be more profitable than in the past. But to be profitable it must be intelligent and skillful, based on scientific knowledge. There will be less chance of success for the ignorant and the inefficient. Mere hard labor will count for less, intelligent direction for more.

This is another way of saying that the return-to-the-land movement necessarily involves education for farming. The soldier who came from the city originally, and is now interested in getting a living

from the soil, and the soldier who came from the country but has learned while away the necessity for special education in farming as in every worth-while occupation, will both be benefited by the summer-school courses given this year by the State colleges and a few other institutions.

Care should be taken not to send to the country any soldier who does not realize that making a living on the farm is a matter of knowing how; and that the knowing how can to a large extent be taught.

SCHOOL BOARD SERVICE SECTION DISCONTINUED

The School Board Service Section of the Bureau of Education, which was established in December, 1918, and was maintained until the end of the fiscal year, June 30, with funds allotted by the President from the appropriation for the national security and defense, has been discontinued for lack of congressional appropriation.

In a statement issued July 1, Commissioner Claxton says:

"This work was undertaken by the bureau primarily to meet an emergency caused by the war. The war is over, but the thousands of requests for assistance in finding teachers of the kind and grade which are sought from the country at large rather than from the local communities in which they are to serve, show that the emergency still exists. It is also quite evident that there will be constant and increasing need for the help which the bureau might give through its School Board Service Section if it can be continued. The reopening of the division at any time in the future must, however, depend upon congressional appropriations."

So practical and satisfying have been the results obtained in the school and school-supervised home gardens of certain Georgia mill towns, including New Holland, that managers of the company stores found it unnecessary to order any supplies of canned goods, the thousands of quarts canned by members of the United States School Garden Army in 1918 being ample to care for all demands until the harvesting of the 1919 gardens.

Music and singing constitute an important item in the school curriculum for the natives in the Cape of Good Hope. The Education Gazette (viii, No. 26) states that at a recent exhibition of native handicrafts, held last April at Umtata, no less than 18 choirs took part in a song competition rendered in the vernacular.

FOREIGN NOTES

SCHOOL PROGRESS IN POLAND

"General education is the foundation of a people; it is a prerequisite of its success and progress. The duty of the Government and the self-governing bodies will consist, therefore, not only in providing educational facilities for the city and country youth, but also in exercising its influence on those who do not yet realize the importance and need of education." This is the school program of the Polish Government embodied in section II of the projected Polish constitution. In view of this a scheme was worked out by the present ministry of religion and public education to the effect that a public school is to be opened in any locality where an enrollment of 40 children of school age could be expected. The project is to be laid before the State council in the early days of September.

Compulsory education was decreed in Poland some time ago by Mr. Ponikowski, the first minister of religion and education in reborn Poland; yet its introduction had to be postponed for lack of schools and teachers. In the Kingdom of Poland alone, the part formerly incorporated in the Russian Empire, there are about one million and a half children of school age. By assigning one teacher to every 60 children it is reckoned that at least 25,000 teachers will be required. During the past year the Government made every effort to secure teachers for its prospective State schools. Altogether it succeeded in engaging 10,685 teachers, although less than 30 per cent had any professional training. To relieve the situation the ministry organized 20 preparatory schools for those who intend to enter the training schools for teachers. There are at present 35 such institutions, of which 12 are State schools with a five-year course. In addition there were opened three pedagogical courses with one-year program, one supplementary course, also a number of short courses for teachers already in the service.

Another reform of the ministry affects the middle schools that are to be reorganized along five different lines. The ministry also intends to inaugurate a school of architecture in Warsaw, a commercial school in Chelm, a school of mines and agriculture in Dabrowa Gornicza, and finally 22 schools for the working people. There is also to be inaugurated a higher school of rural economics.

A sum of about 40,000,000 marks a year is to be assigned by the Government to cover the expenditures on education.

AGRICULTURAL RESEARCH AND EDUCATION IN GREAT BRITAIN

Agricultural research and education are to be promoted in Great Britain on a much larger scale than hitherto if a proposal now before Parliament becomes law. The Government supports the measure by offering during the next five years an annual grant of £400,000, of which £100,000 a year will be available for research. Substantial scholarships are to be offered to men and women who have distinguished themselves in natural sciences at the universities, so that they may be encouraged to specialize in agricultural science and fill the posts at agricultural colleges and institutions. At present there are only 40 research posts, but this number is to be greatly increased within the next decade. Agricultural education is also to be developed. The agricultural colleges, numbering about 12 in England and Wales, are to receive adequate State grants for the expansion of their work. It is proposed, for instance, to bring the colleges into closer touch with the farmers by erecting demonstration farms and by proving the value of science in agriculture. As there are at present in the country few rural schools with agricultural courses, the State offers to local committees at least £2 for every £1 expended on agricultural education. The State grant will thus enable the local authorities to make provision for a larger number of farm schools or farm institutes where men may be instructed in winter and women in summer. Finally, there are to be arranged short courses in agricultural subjects for school-teachers who will be engaged in the new continuation schools in rural districts.

Accounts of the new measure will be found in Nature for May 22, 1919, and in the London Times Educational Supplement for May 15, 1919.

PARENTS SCHOOL COMMITTEES IN VICTORIA

Parents' school committees play an important part in the schools of Victoria. Each State school, according to the Victoria Education Gazette, has a committee nominated by the pupils' parents and appointed by the governor in council. The members of the school committee, numbering not less than three and not more than seven, are appointed for a period of three years. Although the school committees have no voice in school administration they render valuable assistance in matters pertaining to education.

In taking care of the school of their children the members of the committee acquire a sense of ownership and look upon the school of their district as "our school." The school committees exercise a general supervision over the building and grounds. They see that the school is well equipped and maintained, that the grounds are kept in order, and that proper play facilities are arranged for the pupils. They provide the school interiors with pictures, vases, flowers, mirrors, and clocks—in general with articles that contribute to make the school more attractive. Through their efforts school libraries are stocked with proper books and magazines. Not infrequently a piano or a sewing machine finds its place in some corner of the schoolroom.

The committees foster the pupils' health by providing recreation in the shape of picnics, concerts, and other entertainments, and by erecting tennis courts, cricket pitches, swings, and various gymnastic apparatus. The teachers' comfort is not neglected either, especially in small centers, where it is difficult to find suitable board and lodging. Finally, the school committees render valuable service in securing regular attendance and thus cooperating with the teacher in advancing the state of education in their own districts.

A COPPER MINE SCHOOL IN SOUTH AMERICA

Schools and opportunities on the west coast of South America are described by Lucy Singleton Coleman in a recent memorandum prepared for the Bureau of Education. Miss Coleman, who has been engaged in building up a school for American and British children at a copper mine located on the west slope of the Andes in northern Chile, says:

"In an absolutely barren desert there is an aggregation of 12,000 people whose primary object is to mine and prepare copper for the market, under the auspices of the Chile Exploration Co., with headquarters in New York. In this camp there are over 1,600 native children of school age with a school system inaugurated by the company and in process of being taken over by the Chilean Government.

"A very superficial survey of the native schools in this camp reveals two outstanding features: The utter ignorance of all that pertains to sanitation and hygiene; and the lack of preparation of the teachers. It must be borne in mind that these children are recruited from the ranks of the great mass of children of Chilean *rotos* or *peons* whose opportunities have been few indeed. To offset this rather discouraging fact there is a hopefulness and buoyancy about the Chilean

child, a readiness to see a situation, a sense of humor, and above all a fine courtesy that gives one a firm belief in the future of Chile.

"There seems an immense field here for American teachers with American ideals of service. Unfortunately we are scarcely *persona grata* to the Chileans and are often contrasted with the British to our disadvantage. Unquestionably we have much to learn and practice in the matter of tact in our dealings with these people, but the very conditions which make us less acceptable in Chile, than in other countries of the west coast of South America offer a promise of a more fertile field of usefulness.

"Mine was the privilege of establishing the first American kindergarten in Chile of an up-to-date type. The Chilean Exploration Co. has made the kindergarten the head of the corner of its educational building, and is quite willing to finance the training of native girls in order that the entire camp may have the benefit of the kindergarten.

"The situation in the desert brings up many problems not faced elsewhere. My greatest single effort was the beginning of small school gardens in the desert. These were a complete success. Inasmuch as such vast tracts of Peru, Bolivia, and Chile comprise this desert, dotted at intervals with hives of human industry, usually owned and operated by foreigners, the effort to reclaim tiny bits of arid waste is becoming more and more important. Its beneficial effects upon the school population is evident. I look forward to the time when everyone of these human hives can be seen from afar by touches of green fostered and preserved by the efforts of children."

The improvement in the industrial conditions of England and the shortening of the hours of labor will greatly benefit the educational movement," writes Vice Consul Leroy Webber at Nottingham. "In the past overtime and long hours have been effective barriers to adult study, but with this difficulty minimized there is no reason why the present official encouragement of the movement should not make it a success."

PORTO RICO NEEDS TEACHERS OF ENGLISH

The Porto Rico Department of Education is still in need of a few teachers of English qualified to teach grammar grade subjects, according to P. G. Miller, Commissioner of Education for Porto Rico. Applications should be presented to the

Bureau of Insular Affairs, War Department, Washington, D. C.

The Legislature of Porto Rico, during the session recently closed, made the following provision for teachers:

"Twenty elementary school principals, at \$900; 150 teachers of English, who are usually assigned to teach grammar-grade subjects, at \$900; 1,120 graded teachers, at \$720; 1,700 rural teachers, at \$540; 40 special teachers of agriculture, at \$900; 60 continuation teachers for manual training and home economics, at \$900."

The school term is 10 months for all grades of school, including rural schools, and begins September 1, 1919.

High schools are maintained in San Juan, Ponce, Mayaguez, Arecibo, Caguas, Humacao, Guayama, Aguadilla, Yauco, Bayamon, and Fajardo.

FREE DENTAL SERVICE TO NORTH CAROLINA SCHOOL CHILDREN

A system of free traveling dental service for rural-school children was established by the State Board of Health of North Carolina in July, 1918. This experiment was begun after examination of some 200,000 school children in North Carolina showed that at least 75 per cent had beginning decay in permanent teeth. Less than 10 per cent of these children had ever visited a dentist except for the purpose of having an aching tooth extracted. The records also proved that at least 90 out of every 100 parents never made any effort to have their children's teeth treated by a dentist.

This neglect is attributed by State authorities to several causes:

1. Poverty.
2. Ignorance and indifference.
3. Morbid fear of the dentist.
4. Hesitancy of many dentists to accept young children as patients.
5. Lack of specific instruction in the public school on the care of the teeth.

Work Educational

The prime object of the work is, of course, educational. The preference has been given to children between 6 and 12 years of age, and in some of the sections the work has been restricted entirely to children under 10 years old.

The idea is twofold: First, to teach the very small children practical care of the teeth, getting them to form the habit of regular visits to the dentist; and, second, by filling or other treatment, preserve the children's teeth until past puberty, when they will be able to realize the importance of dental care.

The actual treatment given has been, of course, limited in class, but ranges all the way from cleaning and extraction to the placing of permanent amalgam fillings in permanent teeth.

"EDUCATE AMERICA!"

A Complete After-the-War Program for the Advancement of Public Education

[A summary of Bulletin 96 of the American E. F. University, by Frank E. Spaulding, member of the Educational Corps Commission, A. E. F., and Superintendent of Public Schools, Cleveland, Ohio.]

Many and impressive have been the revelations of the Great World War. But none of these revelations has been more impressive than that of the supreme importance of education, both in war and in peace. In Russia and Prussia, the whole world has witnessed the dire disaster resulting, in the one case, from the lack of universal education; in the other, from misdirected, or false education. And both the strength and the weaknesses of our own country have been easily traceable to the excellencies and the deficiencies, respectively, of our educational provisions and efforts.

Now is the time to take stock of these impressive revelations. Now is the time to look into the demands and the opportunities of the future. Now is the time for America to set earnestly about the reorganization and development of her whole school undertaking, that the shortcomings of the past may be promptly corrected, that preparation may be rapidly made to meet the larger opportunities and to bear the heavier responsibilities that even now are confronting us, and that are destined to grow immeasurably in number and importance in the coming years.

A General Educational Objective

The recent demand of the British labor party for a program of education which shall "bring effectively within the reach, not only of every boy and girl, but also of every adult citizen, all the training, physical, mental and moral, literary, technical and scientific, of which he is capable," sets an educational objective none too advanced for America. Indeed, there will be those to claim not only that we have long had such an objective, but that we are realizing it.

The mere mention, however, of the scores of thousands of totally illiterate young men sent overseas to fight for justice and intelligent democracy, is sufficient evidence that the very first steps, even, in such a lofty objective, have not been approximately realized in America as a whole.

Three Definite Educational Objectives

There are three minimum, comprehensive objectives, that American public education should at once set for itself; these are measurably distinct, yet intimately related, both in themselves and in the processes of their achievement. They are: **First**, essential elementary knowl-

edge, training, and discipline; **second**, occupational efficiency; **third**, civic responsibility.

The First and Most Fundamental Objective

Essential elementary knowledge, training, and discipline should be understood to include as much as results from the successful completion of the full elementary school course in the best school systems, a course requiring, as a rule, eight years of regular attendance, 36 to 40 weeks per year.

The details involved in such a course are too well and generally known to require enumeration here. It is sufficient to recall that they involve not merely the mastery of the elementary tools of knowledge and communication, the three R's, but practical use of these tools to such an extent that their use becomes easy, habitual, which means not merely the ability to read and write in our common language, but the habit of reading and writing as a means of getting and communicating knowledge; that they involve such facts and principles of geography, history, civics, and elementary science as the 14-year-old mind is able to grasp; that they involve some training in the elements of art production, music, drawing, modeling, and of art appreciation; that they involve some training in the use of tools, physical training, and training in hygienic knowledge and practice; and, above all, that they involve much moral training, training in understanding, and especially in responding to ideals of personal conduct and civic duty that are fundamental to the life of the family and the community.

The present eight-year elementary school course, as it is carried out even in the best school systems, is not here proposed as a fixed or final ideal, especially in details, of the first objective of public education. It is used merely as the most practical, brief, and generally understood term in which to express that objective. It should be understood to be inclusive, not exclusive, of any improvements that may be made in content, in method, or in organization, such as the junior high-school organization affecting the latter years of the typical elementary school course.

The Second and Third Educational Objectives

This first objective is the indispensable basis of the other two, occupational efficiency and civic responsibility; it makes

the full achievement of these two practicable. Indeed, it does more than that; it affords direct and invaluable preliminary training for both occupation and citizenship. Such training, however, can never go beyond the preliminary stage, not merely on account of the limitations of time, but even more certainly on account of the limitations of the pupils. Occupational efficiency and civic responsibility can not be achieved by boys and girls before reaching 14 years of age.

Before this age, and even at this age, as a rule, they lack the necessary maturity of mind and body. Any adequate training for occupational efficiency or for the responsibilities of citizenship must follow the completion of the elementary school course, at least in the case of all those who complete that course at approximately the age at which it should be completed, that is by 14, or at the latest 15, years.

Four Necessary Features of a Program for the Realization of the First Objective

A program adequate to the achievement of the first of our three objectives must involve the following four features: **First**, a minimum school year of 36 weeks; **second**, adequate laws, effectively enforced, compelling regular attendance throughout the school year of all children over a certain age, preferably 7, until the elementary course is completed, or until a certain age, preferably 16, is reached; **third**, effective public control of private schools, to insure the maintenance therein of standards equal to those maintained in public schools, and to insure the regular and full attendance of pupils registered therein; **fourth**, a teaching force, every member of which has a general education at least equal to that afforded by a good four-year high-school course, and professional training at least equivalent to that provided by a good two-year normal-school course.

The mere statement of these simple measures for the achievement of our first educational objective, that of equipping every child with such "essential elementary knowledge, training, and discipline" as results from the completion of the full elementary school course as now provided in our best school systems, should be sufficient to convince any intelligent person of the necessity of their adoption. Yet, simple and obviously necessary as they are, their practical and earnest application would effect the most immediate and startling improvement at

the very foundations of our public-school system. At a conservative estimate this improvement would average, or total, not less than 100 per cent.

The Present Length of the Schooling of the American People

Partly because of the short school year, partly because only partial advantage is taken even of this short year, the amount of schooling that we Americans are getting is startlingly little. As a Nation, we are barely sixth graders. That is, the highest grade that we complete, on the average, is the sixth.

At the extremely slow rate of progress that statistics disclose, there is some prospect that children now of kindergarten age will emerge from our public schools a dozen years hence as near-seventh graders.

The above averages refer to the country as a whole. By States, in many cases, we are not even in the sixth-grade class, and with little prospect of soon attaining that class. In 15 States the average of our schooling is falling short of the sixth grade; in 8 States we leave school as fifth graders; and 3 States graduate their pupils from the public schools as third graders.

Here again, as in the case of the length of the school year, we are dealing with averages. The actual facts are both better and worse than the averages. That is, some children leave the public schools having completed both elementary and high-school courses; but balancing these, are others whose schooling has fallen short, in varying degrees, of the averages indicated above. In a State of fourth graders it is a splendid thing for those immediately affected, a redeeming thing for the State, that 100 people leave school as high-school graduates; but this fact does not educate another group of 200 who have had no schooling at all. Yet, the 300 average as fourth graders.

Carrying into effect the minimum standards herewith proposed would soon raise us to a Nation of tenth graders. Is it possible that even the most extreme advocate of the general superiority of the unsystematic education that results from "practical life" would think that 10 grades of systematic instruction would prove a handicap to anyone?

Qualifications of teachers in American Elementary Public Schools

We are a nation of sixth graders, taught, half of us by tenth, the remainder possibly by eleventh or twelfth grade teachers. No adequate data are available from which to calculate the average schooling of all the public-school teachers of America. Such figures and facts, however, as are at hand warrant the con-

clusion that it is little if any beyond the eleventh grade, or third year of the high school, including in the average all professional training.

It is no hasty and exaggerated statement, merely calculated to make a sensation; it is the deliberate and conservative expression of an undesirable fact, when we say that, on the average, in American elementary schools, the comparatively uneducated are set to teach the slightly less educated and the ignorant. Furthermore, this statement is just cause for offense neither to elementary teachers as a class nor to individuals.

Two Types of Secondary Schools Required

Instruction designed to prepare for occupational efficiency and civic responsibility should cover a minimum period of four years, or until the eighteenth birthday is reached, for both boys and girls, with an additional year for boys. This instruction should be maintained by law, and attendance thereon should be required of all youth concerned.

For the giving of this instruction, two general types of schools should be maintained, each suited to the needs and choices of the youth who are to attend. First, there should be full-time schools for those who can devote their time chiefly to systematic study; and, second, these should be part-time, or continuation schools, for those who are compelled, or

who choose, to devote the major portion of their time to work.

The first type of schools would include the high schools of all kinds—"academic," commercial, technical, trade, and agricultural schools—indeed any full-time school of secondary grade. Such schools should be sufficient in number, variety, and accessibility to provide four years of high-grade instruction for all youth desiring to attend.

The second type of schools for those who are to devote only a minor part of their time to schooling should be flexible in their organization, adapted to the essential conditions of employment. Two conditions, however, should be strictly maintained by these schools: Their hours of instruction for a given pupil should not be less than 8 per week, 48 weeks in the year; and these hours should be favorable, not following a day's work, nor in addition to the normal working hours of a week. In a word, the school hours, favorably arranged for study, should be included within the normal weekly working hours.

Whatever the detailed arrangement of hours, continuation school courses should cover four years of progressively graded work. The work should be chiefly adapted to the two ends to be attained; it should be civic and vocational, not narrowly, but characteristically. These

HOW THE STATE OF WISCONSIN ADVERTISES ITS NEED FOR TEACHERS

[From the official paper, Wisconsin's Educational Horizon.]

Wanted! By the State of Wisconsin, More Teachers

To the teachers and superintendents of the State:

The most pressing problem before the State educational authorities is the securing of a sufficient supply of adequately trained teachers.

The immediate duty of all the educational forces of the State is cooperation in increasing the number of students entering the teacher-training institutions of all grades.

High-school principals, and high-school teachers in particular, have the best opportunity to stimulate the desire to enter the teaching profession. The increase in the compensation of teachers will furnish to many a motive for entering the profession. But teachers must not forget to point out those "more durable satisfactions" which the real teacher always finds in her service to those of whom it is written "for of such is the kingdom of heaven."

The State board of education will be very glad, indeed, to pass on helpful suggestions.

Yours for better schools,

EDWARD A. FITZPATRICK,
Secretary and Statistician.

courses would necessarily include such "liberal" studies as history, literature, geography, and something of mathematics; and the sciences would be given much attention. In their vocational bearing the courses should be adapted to the interest of the pupils immediately to be served, having regard not merely for the occupations in which the pupils might be actually engaged, but also their possible future occupations. For girls, instruction in household arts and economy should always receive prominent place.

National Civic Institutes

The training of young men for civic responsibility and vocational efficiency should culminate in a full 12-month year of instruction, discipline, and training, to be carried on directly under the auspices of the National Government.

For this year of training all male youth of the land should be mobilized by a complete draft carried out by the War Department, only those seriously crippled physically and the mentally incompetent being rejected as unfit; for one of the fundamental aims of this course of training should be to make fit.

Some option should be allowed the individual concerned as to the age at which he should enter upon this year of strictly compulsory training. He should not be allowed, for example, to begin it before reaching the age of 17 years and 6 months; and he should be required to begin it before passing his twentieth birthday. This option would permit most boys in high schools to complete their courses before entering on this year's training; it would also permit those going to college to precede their college work with this year of training.

Additional Supplementary and Higher Educational Opportunities to be Provided

This year of universal training for civic responsibility, including also training for occupational efficiency, and even, where necessary, instruction in essential elementary knowledge which is normally the special function of the elementary school, completes the proposed program for the advancement of American public education, so far as this program is to be required and universal. Beyond, however, and in addition to, this required program there should be provided at public expense and under public control, supplementing the provisions of private and semipublic agencies, all the varied and ample educational opportunities required to "bring effectively within the reach not only of every boy and girl, but also of every adult citizen, all the training, physical, mental and moral, literary, technical and scientific, of which he is capable."

To this end State universities affording not only instruction of collegiate grade but the widest range of advanced professional instruction should be fostered. Already a few of these universities are representative types of the highest educational institutions in the world; but many are weak, relatively comparable in their weakness to the many mediocre and poor schools of secondary and elementary grade. Relatively, our whole system of State universities needs strengthening and developing almost as much as does our system of lower schools. Only greatly improved State universities will be worthy to continue the work of the lower schools, strengthened and developed as proposed by this program.

Crowning our whole system of public education, there should be established immediately at Washington the long-projected but never-realized national university, an institution which should deliberately aim at the outset and continuously to express the most advanced thought, to afford the richest, most advanced and varied opportunities for study—wholly beyond college grade—to be found anywhere in the world. Much of the immeasurable wealth of the resources of the departments of Government, under proper restrictions, of course, should be available as laboratory material. All the results of the work of this institution should be made freely available to governments and to individual citizens.

WHAT IOWA DID

[By P. E. McClenahan, State superintendent of public instruction, Iowa]

Our last General Assembly passed more than 30 new educational laws. They have increased the amount of money they are spending for teacher training; they have appropriated \$100,000 to help the rural schools; they have appropriated \$50,000 to aid the pupils who are located in mining districts; they revised the consolidated-school law and gave us a county board of education. They established a teachers' bureau for the placement of teachers; they appropriated \$40,000 for the encouragement of vocational education; they gave us a minimum-wage law for teachers, which is a great improvement over the old law, and in every possible way they attempted to encourage the educational work in the State.

A Deplorable Burden of Adult Illiteracy to be Removed

But while this program appears to be sufficiently comprehensive and complete, at least in outline, to meet normal conditions, that is, to provide for the systematic and continuous instruction of all children and youth up to 18 or 20 years of age, it does not sufficiently provide for all present conditions. America is now bearing the burden of a deplorable legacy left by our present inadequate educational program, the legacy of several millions of citizens or residents who have passed beyond the normal elementary school age, a large portion of them even beyond the age herein proposed for universal training for civic responsibility, without achieving our first educational objective, even in its minimum terms, though some of them have acquired a measure of the second and possibly a few even of the third objective.

I refer to our vast numbers of illiterates, wholly unschooled. One class of these illiterates neither speak, read, write, nor understand our language in any form; many of them have no reading or writing knowledge of any language. This class of illiterates is made up chiefly of our foreign born, to only a slight extent of the American-born children of the foreign born. But there is a second large class of illiterates, native born and the children of native-born Americans, both white and colored; this class of illiterates speak and understand the English language, so far as they use any language, but they can neither read it nor write it.

This problem of adult illiteracy, so enormous in its proportions, we owe to the weakness and inadequacy of our present educational system or systems, which have fallen far short of achieving our first educational objective, the simplest essentials of elementary knowledge, and have completely failed to make even a serious and comprehensive attempt to achieve this objective in the case of the great armies of adult illiterate immigrants that were annually invading America before the war.

In many cities and in the country districts of a few Southern States commendable beginnings have been made in the education of adult illiterates. But compared with the magnitude of the problem, if America really intends to be a fully literate nation, all that has been achieved thus far is almost insignificant.

Our adult illiterates present a special problem, demanding specially organized schools, in charge of specially qualified teachers, provided with specially prepared textbooks and employing special methods, all differing from the primary school for

children as radically as the high school, or even college, differs from the primary school.

Is This Comprehensive Educational Program Practicable

Is this vast educational program practicable? Indeed it is. Its execution is not a difficult matter, if only the American people decide that it is worth while and that it shall be carried out. It is simplicity itself compared with the colossal war program. It is the next step in the campaign for enlightened democracy. Even now thousands of American children and youth are enjoying at public expense all the advantages that this program would afford them; but millions of others, just as worthy, and as educationally needy, are enjoying no such advantages. This is a democratic program, a program of equalization, a program for bringing to the many those advantages that only the select few now enjoy. It is a program for the development of all, not merely a small part, of the Nation's human resources.

But the cost of it! Would it not be tremendous? No; it would be almost insignificant compared with the cost of war. And there is this difference that should never be forgotten: The cost of war is the cost of destruction; there is no guaranteed return; indeed the total cost may exceed manyfold the original investment. While the cost of education is returned manyfold, even in kind, in wealth-producing capacity to make the investing nation materially prosperous; but even greater is the return in intelligence, in public spirit, and civic responsibility. Investment in the education of her children and youth, of her whole people, is the most gilt-edged investment that any State can make; unlike all other investments, it combines the greatest safety with the largest rate of return.

Estimated Cost of the Program

But while the cost of maintaining this educational program would be small compared with the costs of war, or with the advantages that would accrue from it, the cost would be large compared with present expenditures for education. The total annual cost for maintenance of public education in the United States, in schools of elementary and high-school grade—this is exclusive of the cost of buildings—is now approximately \$650,000,000. To carry out the program here outlined would probably cost from two and one-half to three times as much, exclusive of the cost of maintaining the national civic institutes, which would be an entirely new feature, and alone would probably cost at least \$500,000,000 annually. Two

and one-half billions of dollars is a large sum, it is true; but it is equally true that 30,000,000 pupils is a large number; and it is still further true that at this rate the cost per pupil is extremely small, a little over \$80.

This estimate of the increased cost of the proposed program over the present program, which is, of course, only a very rough estimate, is based chiefly on the following four considerations: First, the much larger number of children, youth, and adult illiterates to be educated; second, the considerable increase, in many parts of the country, in the length of the school year; third, the substantial increase in the number of years of education to be provided for each child or youth, on the average; and fourth, the much larger average rate of wage that it would be necessary to pay teachers in order to secure those of the qualifications demanded.

Two Obstacles in the Way

But anyone who has even a superficial acquaintance with the present plans of educational organization and administration in America, and with present methods of taxation for educational support, will recognize at once therein insuperable obstacles to the realization of a program like the one here proposed. The greatest and most fundamental obstacle is undoubtedly financial; next, and perhaps scarcely second, is the pride of local autonomy.

While the total wealth and annual income of the Nation is ample to finance this proposed educational program, the wealth and income of many cities and country districts, taxable units in which perhaps more than half the people to be educated are found, would be taxed beyond any reasonable, frequently any practically possible limit, were this program attempted under present methods of educational support, for it is too frequently true that the taxable wealth of a given taxable unit, whether school district, city, county, or State, is in inverse ratio to the educational needs therein.

It is one of the almost sacred traditions of America that complete control, as well as the chief financial support of education, is a local matter. This feeling of extreme local responsibility has much to commend it; to it must be credited a great deal that is best in American education to-day. But this same feeling, perverted, is equally responsible for much that is worst in our education, for in practice it often works out to mean that a given community claims the right to maintain just as poor and inefficient, not to say corrupt, an educational system as it pleases.

Education a National Concern

The time has now clearly arrived when education generally should be considered and treated as of great, indeed the greatest, national concern. The crisis of the war helped to make this fact stand out in clear relief. At once it became apparent to every thinking person that the thousands of unassimilated foreign groups, millions of people, speaking scores of different languages and dialects, but understanding no word of our national tongue, were not exclusively or even chiefly the concern of Fall River, of Newark, of Philadelphia, of Cleveland, of Chicago, of Milwaukee, of St. Paul, of Seattle, but of the Nation; it became apparent that millions of native-born illiterates, white and colored, were not exclusively or even chiefly the concern of Louisiana, of South Carolina, of Alabama, of Mississippi, of New Mexico, and Arizona, but of the Nation; it became apparent that the failure of local communities to provide technical training in sufficient variety and extent was a matter of national concern.

And the concern of the Nation in the results of our weak and inadequate, locally independent, educational systems was by no means confined to the effects on military efficiency; the effects on our whole national life, on our unity of purpose and effort, were cause for far graver concern.

A National Department of Education

It is evident that the development of this or of any other plan of education, national in scope and adequate to national needs, demands the establishment of a department of education in the National Government, a department that shall be on a par with all other State departments, having a secretary at its head who is a member of the President's Cabinet.

Let no one suppose that the establishment of such a department of education would mark an innovation in government. On the contrary, the present lack of such a department in the American Government places that Government almost in a class by itself in this respect. In two score Governments all over the world there is found a department or ministry of education or public instruction. Such ministries are found in England, France, Belgium, Denmark, Italy, and Japan; and they are not wanting in Colombia, Peru, Greece, Venezuela, Honduras, Guatemala, and Siam.

True, the common recognition in the Governments of the world of public education as one of the half dozen or half score great national fundamental interests and responsibilities is not in itself a sufficient reason for such recognition of

education in our American Government; it is, however, an impressive object lesson. But the all-sufficient reason for adequate governmental recognition of public education in America is the simple reason that only through such recognition can there be assured to all the American people adequate preparation for the great tasks that are before them; that only through such recognition of education can the American Nation qualify itself to discharge the unprecedented responsibilities that should be welcome, that will be inevitable.

THE PLIGHT OF THE PROFESSOR

[From the New York Times.]

No one familiar with the predicament of the American professor can doubt the justice of President Lowell's plea for a fund to increase the pay of the teaching force at Harvard. In most of our universities the leading professorships were endowed many generations ago. Long before the opening of the twentieth century salaries that were intended to be munificent, and that were munificent, had shrunk a full quarter, and often a third, in actual purchasing power. The scale of prices caused by the war has brought another shrinkage equally great. Meantime all our standards of living have advanced. Even teaching is no longer the simple thing it was. Scientists are expected to undertake original research and humanists to write books. Travel and intercourse with leading minds everywhere should form and have formed an important part of the equipment of every competent teacher. But these things have become difficult, generally impossible.

Meaning of Socialization

The philosophy of Dewey, Thorndike, and other contemporary leaders in the field of education leads us to see that the learning process to be effective must be so managed that the child is constantly required to develop through its own activities in the solution of vital problems, the solving of which gives him present satisfaction. This idea is founded upon sound doctrines reinforced by numberless concrete instances of the effectiveness of this process of learning. It is learning through experience. The memorization of empty facts is incompatible with problematic teaching. It is true the child must know facts but he must possess them as tools with which to think. In solving real concrete problems the child uses many facts, and by this use they become associated, organized, and are consequently learned and remembered.—*Wisconsin State Education Report, 1916-1918.*

CHILDREN'S BUREAU TEACHES RURAL MOTHERS BY AUTOMOBILE BABY CLINIC

A big gray automobile truck known as the "Child Welfare Special" has just been put into the field by the Children's Bureau of the United States Department of Labor to test the usefulness of the automobile in carrying the message of better babies into rural communities. The truck is completely fitted as a model "well baby clinic" with a Government doctor and nurse in charge to examine children and give mothers advice concerning the care necessary to make and keep them well.

Such advice can be obtained by mothers in towns and cities at children's health centers; but the country woman is usually shut off from such sources of information concerning the proper care of her children. The Children's Bureau car will demonstrate a practical means of bringing education in child care to the doors of mothers who are far from infant welfare stations, and indeed often many miles from doctor or nurse. It is hoped that after a few months in the field a "log" of the car may be put at the service of organizations wishing to operate movable health centers.

The eagerness of rural mothers to gain such help as the special can give them is demonstrated by the report just received by the Children's Bureau of the reception given the car at Woodson, Morgan County, Ill., the first stop. In spite of the fact that the thrashing season was at its height, the Government doctor and nurse were almost overwhelmed with the crowd of mothers, fathers, and babies. Examinations lasted until late into the evening.

"Every mother," writes the bureau nurse, "was more impressed with the opportunity of learning what, if anything, was wrong with her child than with the novelty of the motorized clinic. One mother, who through an error lost her turn on the first day and waited in vain all through the afternoon to have her children examined, returned on the following evening from her home several miles out in the country, so as not to miss the opportunity afforded by the special."

The local arrangements for the children's health conferences held in the car are being made by the child welfare committees who were in charge of the children's year campaign conducted by the children's bureau in cooperation with the child conservation section of the Council of National Defense.

LEGISLATURE OF PORTO RICO ABOLISHES SCHOOL BOARDS

During the session of the Porto Rican Legislature, which came to close July 5, a law was enacted reorganizing the municipal governments of that island. Mayors, councils, and school boards are abolished. Provision is made for a municipal assembly which will choose the heads of the executive departments. In place of the school board there will be a municipal commissioner of education, who will exercise all the powers and functions formerly conferred upon school boards, and who, in fact, becomes the business administrator of the schools; thus the schools of a municipality will have a professional head in the person of the supervisor of schools, appointed by the insular commissioner of education, and a business manager in the person of the municipal commissioner of education appointed by the municipal assembly to be elected by the people. In municipalities of the first and second class there will be five commissioners or executive heads in the municipal government; in those of the third class only three. The legislature hopes that this new law will result in greater economy and efficiency in the administration of municipal affairs.

YEAR OF CIVIC TRAINING FOR EVERY BOY AND GIRL

(Continued from page 2.)

"There is a growing disinclination of young men and women to enter upon teaching as a profession, evidenced by the lessening number of graduates from normal schools and teachers' colleges and also of admission to these institutions and by the steady decrease in the number of college seniors who become teachers. Many of the best teachers are leaving the profession of teaching for more attractive and lucrative employment. The consequent shortage of teachers is depriving many thousand children of adequate instruction, and we affirm that the future of our country depends upon giving the children of to-day the sort of training that will produce efficient, intelligent, and patriotic citizens, prepared to uphold the ideals of American democracy. It is impossible for teachers of mediocre ability or of insufficient ideals to train properly the citizenship of tomorrow.

"We, therefore, insist that all teachers' organizations as a part of the campaign to increase salaries of teachers, also conduct a systematic campaign to interest desirable men and women to enter the teaching profession, and that the National Education Association and each State commissioner of education secure the services of men and women best equipped to conduct such a campaign among high schools and colleges."